

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**48747, PSYC 191, Psychology of Prejudice, Section 81, Fall, 2022**

**Course and Contact Information**

**Instructor:** Dr. Neelam Rattan

**Telephone:** (408) (924-5653)

**Email:** [neelam.rattan@sjsu.edu](mailto:neelam.rattan@sjsu.edu) or the mail function through course Canvas site

--I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend.

-- Please write "PSYC 191" in the subject line of your email.

**Class Days/Time:** Monday & Wednesday 3:00PM – 4:15PM

**Office Hours:** Monday & Wednesday from 5:00PM – 6:30PM or by appointment  
Office hours end on 12/5/2022

**Classroom:** Online

You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (**before** the quiz, exam, etc.) & do not wait too long to get in touch with me.

**Prerequisites:**

1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST) or equivalent
3. Upper division standing (60 units or "junior" standing. Completion of, or co-registration in 100W is strongly recommended
4. Completion of course in Introductory (General) Psychology course (PSYC 1 or equivalent)

**GE/SJSU Studies Category:** Area S: Self, Society, & Equality in the U.S.

**Course Description**

*Psychology of Prejudice will focus on the psychology of prejudice, inequality, & discrimination. While there are many aspects to prejudice (i.e., very broad-ranging social and political consequences for individuals and groups), **the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.***

*From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes.*

Class sessions will include video lectures, reaction/reflection activities, course practice/application assignments, class discussions via Zoom, and through posts on the course discussion boards on Canvas. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- "old-fashioned" vs. "modern" racism
- ageism & sexism
- heterosexism

- ableism
- classism
- lookism
- colorism
- weightism

### **Course Format: Online**

This course will follow an **online format** using synchronous mode of instruction. Lectures will be delivered online using Zoom during the assigned class-times. There will also be of online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental material provided by your Instructor, viewing PowerPoint slides, viewing videos online (e.g., YouTube clips). For purposes of clarity course schedule gives a detailed information of the material that will be covered in class and material you are required to read before coming to each class. Hence this course seeks to provide you with an exciting educational experience through varied techniques.

**Interactive activities** will be both completed online and in our synchronous classes. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions. For online discussions, discussion questions will be posted on the canvas discussion board, each student will be required to give their response to the posted question. They are also required to respond to a response posted by a classmate. Each discussion will be followed by your Instructor’s commentary.

**Online debates** on Affirmative Action, diversity in the Bay Area, racial profiling will be conducted in our classes.

**Online group Presentations**, details of these presentations will be explained in our synchronous class.

**Quizzes & Exams** will be conducted online comprising of take-home quizzes as well as in-class quizzes. Final Exam will be in-class.

**Evaluation and feedback** will be provided primarily through online means, although for some assignments your Instructor will provide feedback in class.

### **Course Canvas Site**

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. This site is organized into course modules and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Discussion boards
- Class activities/assignments
- Course Paper Assignments
- Video lectures with slides
- Zoom links for class meetings & office hours
- Exam study guides
- Quizzes & Exams

The course is “synchronous” (held during the regular class time).

All course exams will be taken during your regularly scheduled class time, except for the final (see class schedule for specific date).

### **About Canvas:**

- **Login URL:** <https://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites.

- **Username:** SJSU 9-digit ID number.
- **Password:** Self-generated password for your SJSUOne account
- **Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

**It is recommended that you visit the eCampus Canvas website at**

<http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/community/answers/guides/canvas-guide>

**For issues related to Canvas, please contact the eCampus Help Desk.** The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word **Help** in the lower left corner of the screen (near the bottom of the global navigation menu).  
<https://guides.instructure.com/m/4212>

### **Faculty Web Page and MYSJSU Messaging**

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas. Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

### **GE Learning Outcomes (GELO) – SJSU Studies (AREA S)**

One of the main goals of this Area S course is that: *“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”.*

Upon successful completion of this course, students will be able to:

- **GELO #1:** Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.
- **GELO #2:** Analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one’s own identities and positions within these structures.
- **GELO #3:** Evaluate social actions which have or have not led to greater equality and social justice in the U.S.
- **GELO #4:** Engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities

### **GE Course Content Learning Outcomes**

All courses in Area S of SJSU studies must also include the following **Content Objectives** to promote the above student learning outcomes:

- **Diversity** -- Issues of diversity shall be incorporated in an appropriate manner
- **Writing** -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing

the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

- **Civic learning** -- Courses shall address the civic relevance of the topic in an appropriate manner.
- **Values clarification** -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

### **Explanation of how course activity/assignments will be used in assessment of Area S Learning and Content Outcomes**

- **GELO # 1:** Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.

#### **Activities and assignments used in assessment of this GELO:**

- “Is there Sexism in Advertisements?”: Students will write a paper critically examining and analyzing the ways in which advertisements may potentially be contributing to sexism.
  - Cultural Relativism, Ethnocentrism and Universalism: Students will complete an in-class assignment, based on the above-mentioned concepts.
  - In class discussion on Ableism
- **GELO # 2:** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

#### **Activities and assignments used in assessment of this GELO:**

- Interview assignment: Students will interview a person who has been target of prejudice and discrimination. Students will critically evaluate and examine the responses of their interviewee by referring to the various processes outlined in this objective.
- **GELO # 3:** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

#### **Activities and assignments used in assessment of this GELO:**

- Debate on Affirmative Action: Students will be provided with reading material on Affirmative Action and myths regarding Affirmative Action. They will be divided into groups and each group will come up with pro and con arguments regarding this issue.
  - In-class discussion on Examining Privilege: For assessing this learning objective students will be assigned the following reading:
    - Peggy McIntosh’s: Unpacking the Invisible Knapsack
    - Tatum’s article: Why are all the black kids sitting together in the cafeteria?Based on these reading students will participate in an in-class discussion on examining privilege. This activity will help students learn about their own privileges, the interaction between race, gender, power, and oppression.
  - Reflection Paper on LGBTQ Concerns: Students will be provided with the LGBT Rights Timeline, and they will write a reflection paper in fulfillment of this GELO.
- **GELO # 4:** Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

#### **Activities and assignments used in assessment of this GELO:**

- Taking the IAT
- Writing a paper titled “Examining Efficacy of Strategies Adopted for Prejudice Reduction”

### **GE Course Content Learning Outcomes**

All courses in Area S of SJSU studies must include the following Content Objectives to promote the abovementioned student learning outcomes:

- **Content Objective # 1: Diversity** – Issues of diversity shall be incorporated in an appropriate manner.

**Activities and assignments used in assessment of this Content Objective:**

- Increasing Multicultural Understanding: Uncovering Stereotypes: In-class activity.
- Students will take part in a discussion to critically examine the phenomenon of Diversity in the Bay Area. They will be asked to delineate whether diversity in the Bay Area makes prejudice and discrimination more or less likely.
- In-class discussion on Diversity Issue: Accents.
- **Content Objective # 2: Writing** – Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

**Activities and assignments used in assessment of this Content Objective:**

- Interview Report, “Is there Sexism in Advertisements?”, “Examining Efficacy of Strategies Adopted for Prejudice Reduction”, online writing assignments and papers – Students’ performance on all these writing assignments will be used to assess this content objective. Students are highly encouraged to seek the instructor’s feedback regarding these writing assignments so that they can improve their writing skills.
- **Content Objective # 3: Civic Learning** – Courses shall address the civic relevance of the topic in an appropriate manner.

**Activities and assignments used in assessment of this Content Objective:**

- In-Class Discussion titled “Sitting Across Aisles” - This discussion will be used to assess students’ understanding of this content objective.
- **Content Objective # 4: Values Clarification** – Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

**Activities and assignments used in assessment of this Content Objective:**

- Online completion of Values and Ethics activity.
- In class group activities, role play exercises will also be conducted to assess this objective.

*\*\*\* NOTE: All Area S Learning and Content Objectives will also be assessed through the Pre/ Post assessment tests given at the beginning and end of the course. Students’ performance on these tests will be used only to measure whether or not these objectives were met.*

**Explanation of how Pre/Post Assessment tests will be used in Assessment of Area S Learning and Content Objectives**

- Pre/Post Assessment Test – Further to assess these four Learning Objectives, multiple-choice items designed to measure students’ understanding of the various processes outlined in each of these learning objectives will be included in the pre /post assessment tests. Their scores will not be used in computing their final grade.
- Student ratings – In the Post-Assessment test, students will also be asked to rate (on a Likert- type scale) the extent to which they believed each Learning and Course Objectives was met.
- Student opinions of how course activities/assignments related to Content and Learning Objectives – Students will also be asked to indicate which course activity/assignment they found to be most relevant to each learning/content objective, and also to discuss why they thought it was effective or ineffective in meeting the goals of each objective.

**NOTE: “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”**

## Course Learning Outcomes

- CLO 1: Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, age, sexual orientation, etc).
- CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.
- CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors
- CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

## Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

- PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Required Texts/Readings

### Textbook:

Sibley, C.J., & Barlow, F.B. (2018). *The Cambridge Handbook of The Psychology of Prejudice*: Cambridge University Press. ISBN: 9781107485280.

### Additional Suggested Readings:

- Nelson, T. (2006). *Psychology of Prejudice*. 2<sup>nd</sup> Ed.
- Markus, H. & Moya, P. (2010). *Doing Race*. W.W. Norton & Co Inc. ISBN: 9780393930702.
- Sue, D.W. and Spanierman, L.B. (2020). *Microaggressions in Everyday Life*. 2<sup>nd</sup> Ed. Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 9781119513797.
- Tatum, B.D. (1997). *“Why are all the Black Kids Sitting Together in the Cafeteria?” and other Conversations about Race*. Basic Books, Harper Collins Publishers, Inc., USA
- Case, Kim. (2013). *Deconstructing Privilege. Teaching and Learning as Allies in the classroom*. Routledge: ISBN: 9780415641463.

### Useful Websites:

- [UnderstandingPrejudice.org](http://UnderstandingPrejudice.org)
- <http://www.reducingstereotypethreat>
- <https://www.splcenter.org>
- APA Style Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Owl APA style resource: <https://owl.english.purdue.edu/owl/resource/560/01/>

## Other equipment / material requirements

Regular and reliable access to a computer and internet connection that can support typical multimedia applications (e.g., streaming audio/video).

## Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## Course Requirements and Assignments

[University Policy S16-9](#), *Course Syllabi requires the following language to be included in the syllabus:*

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## **YOUR FINAL GRADE IN THIS COURSE IS BASED ON THE FOLLOWING REQUIREMENTS**

### Class Participation

- **Online Participation:** Since this is in part an experiential class, participation is crucial to your overall grade performance. Many online and classroom activities and discussions will supplement the reading and students are responsible for all material, assignments and explanations, given in class and posted online on canvas. A list of activities that will be graded for online participation points are as follows:
  - Online completion of Values and Ethics activity due in assigned Dropbox on canvas on 8/29. (Worth 10 points)
  - Online Discussion- Sitting Across Aisles due on 9/19. (Worth 5 points)
  - Take the IAT and drop in the assigned Dropbox on canvas on 10/12. (Worth 3 points)
  - Watch video on racism by Distinguished historian John H. Bracey and complete the assignment based on this video on 12/5.(Worth 7 points)**This portion of online participation activities is worth 25 points.**
- **In-class Participation:** Here is a list of activities that will be graded for in-class participation points:
  - In-class activity on Increasing Multicultural Understanding: Uncovering Stereotypes on 8/22. (Worth 5 points)
  - In-class participation in the debate on Diversity in the Bay Area & discussion on Diversity Issues: Accents on 8/22. (Worth 5 points)
  - In-class assignment on Cultural Relativism, Ethnocentrism and Universalism. (Worth 10 points)
  - In-class participation in the debate on Affirmative Action on 9/26. (Worth 10 points)
  - In-class discussion on articles by Allan Johnson & Beverly Tatum on 10/10. (Worth 5 points)
  - In class discussion on Ableism on 11/16. (Worth 10 points).**This is worth 45 points.**

**\*\*\*Note: There will be NO make-up for missed in class participation activities/assignments. \*\*\***

### Activity / Assignments

This course entails providing a suitable environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner. Each student will turn in the following written assignments:



- **Interview Assignment:** Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. person of color or gay/lesbian or person with a disability, or person with multiracial identity, etc.
  - To prepare to for the interview, I will provide you with a written guide to doing a good interview. In addition, you should find, read, and discuss in your paper at least 3 journal articles of your choice. In this discussion, *it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing.*
  - You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).
  - Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interviewee. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.
  - The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.
  - Given the current conditions, you may conduct your interview using Zoom, Face-time, or any other app that will allow you to “see” your interviewee and observe his/her non-verbal behaviors as well as have a “real” conversation with him/her.
  - It is helpful to email your interview questions to your interviewee BEFORE you meet for your scheduled interview session. Having time to look over the interview questions helps the interviewee generate more thoughtful/detailed answers to your interview questions.
  - You will turn in a 5-page typed, double-spaced report (minimum 12 pt. font and 1-inch margins) of the interview and your reactions. The written report should include the following 4 sections and will be worth a total of 55 points:
    - *Introduction* – should explain who you choose and why; his/her relationship with you. Also discuss the relevance of any other socio-demographic variables that may have contributed to any prejudice/discrimination your interviewee has experienced.
    - *Methodology* – this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g. their sister joined half-way through. In other words, anything that might influence your findings.
    - *Findings* – content of the interview, i.e. questions and responses (you can do in a in a question/response format). Also include yours and the subject’s responses to the interview, include your emotional responses as well as your cognitive responses.
    - *Discussion* – This paper must contain at least 3 references from empirical articles to support your findings. These articles must come from peer-reviewed journals. Discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview.
    - *Work Cited Page* – Cite references as per the APA format.

**Interview Report is due on 10/3/2022, and is to be dropped in the assigned Dropbox on canvas, by 11:59 p.m.**

- **Reflection paper on LGBTQ concerns** is **due on 10/26/2022**, and is to be dropped in the assigned Dropbox on canvas, by 11:59 p.m. Further details about writing this paper will be provided in class as well as posted under Module 1 on canvas. This paper is worth 15 points.
- **“Is there Sexism in advertisements?”**: This paper is worth 40 points and is **due on 11/9/2022**, in the assigned Dropbox on Canvas by 11:59 p.m. Further details about writing this paper will be provided in class as well as posted under Module 1 on canvas.



- “Examining Efficacy of Strategies Adopted for Prejudice Reduction”: This assignment is worth 20 points. Students will examine their own stereotypes and prejudices toward another social group and explain how these prejudices developed, and enumerate three strategies drawn from your reading of the class material and class discussions, they believe would be successful in countering their negative stereotypes and prejudices, and explain why these strategies would be effective. Further details about writing this paper will be provided in class as well as posted under Module 1 on canvas. This paper is **due on 11/28/2022** in the assigned Dropbox on Canvas.

### Quizzes/Examination(s) of Student Learning

There will be four quizzes **take-home quizzes** each worth 20 points each and a final exam also worth 55 points. **Questions will include multiple-choice, and True/False questions.**

| Quiz | Due Date   | Chapters   |
|------|------------|------------|
| 1    | 9/12/2022  | 1, 2, 3    |
| 2    | 9/26/2022  | 4, 5, 6    |
| 3    | 10/10/2022 | 7, 8, 9    |
| 4    | 10/19/2022 | 11, 15, 16 |

**Final Exam for our class will be held on 12/8/2022 from 12:15 P.M. - 2:30P.M.**

**Portion for Final Exams — Chapters 18, 20 & 21, 25, Sexism, Ageism, Reducing Prejudice, Videos on Ableism and Eye of the Storm.**

**The Final Exam will comprise of 55 multiple-choice questions and is worth 55 points.**

*Technical difficulties & Internet connection issues:* Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the SJSU technical support for Canvas at: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu); Phone: 408 924-2337

<https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

### Final Examination or Evaluation

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” **Final Exam for our class will be held on 12/8/2022 from 12:15P.M. – 2:30P.M. Portion for Final Exams— Chapters 18, 20 & 21, 24, 25 Sexism, Ageism, Reducing Prejudice, Videos on Ableism and Eye of the Storm. The Final Exam will comprise of 55 multiple-choice questions and is worth 55 points.**

The date and time of the final exam is determined by SJSU’S Final Exam schedule for Fall 2022. Per university policy, the final exam must be scheduled on the date/time indicated by SJSU for classes meeting on MW at 3:00P.M.

**\*\*\*IMPORTANT:** Take special note of the Final Exam date and time. Final exams are scheduled by the University to minimize conflicts based on class schedules.

**Because final exams are scheduled for some time after the last day of instruction, it is IMPORTANT that you keep to that scheduled date/time** so you can complete the course and your grade can be submitted to the University by the University's grading deadline.

### Grading Information

Students will receive a final grade for this course based on a total of 350 points:

|                                |                  |
|--------------------------------|------------------|
| Class Participation            | 70 Points        |
| 4 Quizzes                      | 80 points (20X4) |
| Final Exam                     | 55 Points        |
| Interview Report               | 55 Points        |
| Sexism in Advertisements Paper | 40 Points        |
| Paper on LGBTQ Concerns        | 15 Points        |
| Paper on Prejudice Reduction   | 20 Points        |
| Pre/Post Test                  | 15 Points        |
| Total Possible Points          | 350              |

### Grading Scale:

*A plus = 338 to 350 points*  
*A = 324 to 337 points*  
*A minus = 314 to 323 points*  
*B plus = 303 to 313 points*  
*B = 289 to 302 points*  
*B minus = 279 to 288 points*  
*C plus = 268 to 278 points*  
*C = 254 to 267 points*  
*C minus = 244 to 253 points*  
*D plus = 233 to 243 points*  
*D = 219 to 232 points*  
*D minus = 209 to 218 points*  
*F = 208 points or lower*

| Grade          | Points            | Percentage        |
|----------------|-------------------|-------------------|
| <i>A plus</i>  | <i>338 to 350</i> | <i>97 to 100%</i> |
| <i>A</i>       | <i>324 to 337</i> | <i>93 to 96%</i>  |
| <i>A minus</i> | <i>314 to 323</i> | <i>90 to 92%</i>  |
| <i>B plus</i>  | <i>303 to 313</i> | <i>87 to 89 %</i> |
| <i>B</i>       | <i>289 to 302</i> | <i>83 to 86%</i>  |
| <i>B minus</i> | <i>279 to 288</i> | <i>80 to 82%</i>  |
| <i>C plus</i>  | <i>268 to 278</i> | <i>77 to 79%</i>  |
| <i>C</i>       | <i>254 to 267</i> | <i>73 to 76%</i>  |
| <i>C minus</i> | <i>244 to 253</i> | <i>70 to 72%</i>  |
| <i>D plus</i>  | <i>233 to 243</i> | <i>67 to 69%</i>  |
| <i>D</i>       | <i>219 to 232</i> | <i>63 to 66%</i>  |
| <i>D minus</i> | <i>209 to 218</i> | <i>60 to 62%</i>  |

### Note:

- To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc.
- All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.
- **NOTE: LATE SUBMISSIONS WILL NOT BE ACCEPTED** . Forgetting the due date is **NOT A VALID REASON** for requesting a late submission (see Make-up policy in syllabus). **Again, it is YOUR RESPONSIBILITY to know when due dates are.**
- No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change, these changes, will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

### **Make-up Policy:**

A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days before the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician's note) **WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT.** If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted).

**NOTE:** Without proper documentation, **points will be deducted** for any make-up work submitted.

\*\*\* Again, it is important you inform me **BEFORE** any assignment/exam/quiz is due. I am more likely to be able to help with any issues if I know about them before than after a due date.

\*\*\* The **LAST DAY OF INSTRUCTION** for this course is **Monday, 12/5**. Any late or missing assignments will not be accepted after this date.

### **Classroom Protocol**

- “Netiquette” -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards.
  - When emailing your professor (me)
    - Indicate your class in the subject line of your email (e.g., PSYC 191)
    - Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a “formal” mode of communication. So, it is a good practice for you to write your emails as you would if you were sending any type of professional/formal email.

- Allow AT LEAST 24 -48 hours for a reply from me. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday.
- Do Email me in Advance to:
  - set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them
  - inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.  
\*\*\* NOTE: I will REQUIRE documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus)
- **DO NOT EMAIL ME TO** ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.
- Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another's opinions/beliefs/observations even when they are different or conflict with your own. It's expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful "conversation" as a class.
  - \*\*\* There will be a separate Discussion board to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and DO NOT EMAIL ME DIRECTLY about these.
  - I have found that several students usually have the same questions about activities/papers/assignments and it is more efficient to answer these types of questions through the CANVAS discussion board so that all students can read my answers/responses.
- Students' responsibilities/expectations
  - Students **are responsible to know all due dates for assignments, activities, quizzes.** \*\*\* DO NOT EMAIL ME to ask when these due dates are. I will not reply to emails asking about this information as it is easily found on the course Canvas page, syllabus, and/or schedule. Forgetting or not knowing about a due date is NOT A VALID REASON for requesting a make-up or extension of any course requirement (see Make-up policy for details) \*\*\*
  - Students are expected to **CHECK OUR CANVAS PAGE REGULARLY** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.
  - Students are expected to turn in their own individual work on all activities, assignments, papers, and exams/quizzes. (e.g., closed book, no notes, study guides, etc.)

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

### **Zoom Classroom Protocol**

- **Use of Camera in Class:** It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in customizing your profile:  
<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>
- **Zoom Classroom Etiquette:**

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
- Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: You can also use the Zoom's [virtual background](#)
  - If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- Place your laptop on a flat stable surface.
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.
- **Recording Zoom Classes:** This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

### Special Note on Class Protocol:

Class will begin on time and end on time. I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

- ***If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.***
- It is vital that you complete all scheduled readings and assignments before each class.
- Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me beforehand via email if you will not be in class.
- ***Regarding letter of recommendation - only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.***

### University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information](#)

[web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

## **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

## **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:



- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
- For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/SO7-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.



A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](http://sjsu.mywconline.com).

All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

## **Spartan Support Network**

“Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course.”

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: [socsci-success@sjsu.edu](mailto:socsci-success@sjsu.edu)
- Hours of Operation: Monday - Thursday: 8:30 am - 4:30 pm

## 48747 PSYC 191, Psychology of Prejudice Fall, 2022 Course Schedule

*Note: The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed ON CANVAS of any changes that are made.*

| Week/<br>Module | Date | Topics, Readings, Assignments, Deadlines  |
|-----------------|------|---|
| 1               | 8/22 | Course Introduction, Diversity Issues<br>GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.<br>Content Objective # 1: Diversity <ol style="list-style-type: none"> <li>1. <i>Accents,</i></li> <li>2. <i>Increasing Multicultural Understanding: Uncovering Stereotypes</i></li> <li>3. <i>Diversity in the Bay Area discussion</i></li> </ol> |
|                 | 8/24 | <ul style="list-style-type: none"> <li>● Examining Cultural Relativism, Ethnocentrism and Universalism.</li> </ul> <p><b>***Take the Pre-Test on Canvas in our online class***</b><br/>           Introducing Values &amp; Ethics Activity</p>  |
| 2               | 8/29 | GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.<br>Content Objective # 4: Values Clarification<br>Supplemental Readings from Nelson text: An Introduction to the Psychology of Prejudice<br><b>***Complete homework on Values &amp; Ethics Activity due in the assigned Dropbox on 8/29 by 11:59 pm***</b>                                  |
|                 | 8/31 | An Introduction to the Psychology of Prejudice continued<br>Explaining Interview Assignment, getting into groups.   |
| 3               | 9/5  | <i>Labor Day</i>  |
|                 | 9/7  | Chapter 2 Evolutionary Approaches to Stereotyping & Prejudice<br><b>***Interview questions due in class***</b>  |
| 4               | 9/12 | GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.<br>Chapter 3 From Prejudice to Social change: A Social Identity Perspective<br>Turning in Interview Questions<br><b>***Take-Home Quiz 1 on Chapters 1,2,3 due 9/12 by 11:59 pm***</b>   |
|                 | 9/14 | Chapter 4 Ingroup Projections as a Challenge of Diversity: Consensus about Complexity of Superordinate Categories   |
| 5               | 9/19 | GELO # 1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion,   |

| Week/<br>Module | Date  | Topics, Readings, Assignments, Deadlines   |
|-----------------|-------|--|
|                 |       | disability status, age, generation, regional origin, national identity, language, intersectionalities.<br>Content Objective # 3: Civic Learning<br>Chapter 5 Intergroup Discrimination: Ingroup love or Hate<br><b>***Sitting Across Aisles-Online Discussion due on 9/19 due by 11:59 pm***</b>   |
|                 | 9/21  | Chapter 6 Intergroup Emotions Theory: Prejudice and Differentiated Emotional Reactions toward Outgroups<br>Groups created for Debate on <i>Affirmative Action</i><br><b>***Read Affirmative Action Myths for Debate on Affirmative Action Debate***</b>  |
| 6               | 9/26  | GELO # 3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).<br><b>***Debate on Affirmative Action Debate, to be held in class Today***</b><br><b>***Take-Home Quiz 2 on Chapters 4,5,6 due 9/26, by 11:59pm***</b>   |
|                 | 9/28  | Chapter 7 Intergroup Threats Chapter 6 Intergroup Emotions Theory: Prejudice and Differentiated Emotional Reactions toward Outgroups   |
| 7               | 10/3  | GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.<br>Content Objective # 2: Writing<br>Chapter 8 Social Dominance<br><b>***Interview Reports Due to be dropped in the Assigned Dropbox on Canvas on 10/3 by 11:59 p.m.***</b>  |
|                 | 10/5  | Chapter 9 The Dual Process Motivational Model of Ideology and Prejudice  |
| 8               | 10/10 | GELO # 3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).<br><b>***In-Class Discussion on Privilege based on articles by Allan Johnson &amp; Beverly Daniel Tatum***</b><br><b>*** Take-Home Quiz 3 on Chapters 7,8,9 due 10/10 at 11:59 pm***</b>           |
|                 | 10/12 | Chapter 11 Understanding the Nature, Measurement, and Utility of Intergroup Biases<br><b>***Take the IAT and drop in the assigned Dropbox on canvas on 10/12 by 11:59 pm***</b>  |
| 9               | 10/17 | GELO #1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.<br>Chapter 15 Religion and Prejudice |

| Week/<br>Module | Date  | Topics, Readings, Assignments, Deadlines  |
|-----------------|-------|---|
|                 | 10/19 | Chapter 16 Sexual Prejudice: Advances in Conceptual & Empirical Models<br>* <i>Explaining paper titled "Is there Sexism in Advertisements?"</i> *<br>*** <b>Take-Home Quiz 4 on Chapters 11,15,16 due 10/19 at 11:59 pm</b> ***   |
| 10              | 10/24 | GELO #1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.<br>Supplemental Readings from Nelson text: Sexism                 |
|                 | 10/26 | Supplemental Readings from Nelson text: Sexism continued<br>*** <b>Reflection Paper on LGBTQ Concerns due in the assigned Dropbox on canvas on 10/26 at 11:59pm</b> ***   |
| 11              | 10/31 | GELO #1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.<br>Supplemental Readings from Nelson text: Ageism                 |
|                 | 11/2  | Supplemental Readings from Nelson text: Ageism continued  |
| 12              | 11/7  | GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.<br>Chapter 17 Weight Bias: Prejudice and Discrimination toward Overweight and Obese   |
|                 | 11/9  | Chapter 18 Prejudice Against Immigrants in Multicultural Societies<br>Content Objective # 2: Writing<br>*** <b>"Is there Sexism in Advertisements?" paper due in the assigned Dropbox on canvas on 11/9 by 11:59pm</b> ***  |
| 13              | 11/14 | GELO # 1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.<br>Chapter 25 Prejudice, Stigma, Bias, Discrimination and Health |
|                 | 11/16 | *** <b>In-class discussion on Ableism</b> ***   |
| 14              | 11/21 | GELO # 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.  |

| Week/<br>Module | Date  | Topics, Readings, Assignments, Deadlines   |
|-----------------|-------|--|
|                 |       | Chapter 20 & 21 Recent Developments in Intergroup Contact Research: Affective Processes, Group Status, and Contact Valence   |
|                 | 11/23 | <i>Non-Instructional Day</i>   |
| 15              | 11/28 | <p>GELO # 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.<br/>           Content Objective # 2: Writing<br/>           Content Objective # 3: Civic Learning</p> <p><b><i>**Watch the video "Eye of the Storm" followed by in-class discussion**</i></b><br/> <b><i>***"Examining Efficacy of Strategies Adopted for Prejudice Reduction" paper due in Dropbox on Canvas on 11/28 Today***</i></b></p> |
|                 | 11/30 | Supplemental Readings from Nelson text: Reducing Prejudice   |
| 16              | 12/5  | <p>GELO # 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.<br/> <b><i>**Watching a video on Racism **</i></b><br/> <b><i>***Take the Post-Test on Canvas in class***</i></b></p>  |
| Final Exam      | 12/8  | <p>Portion for Final Exams — Chapters 18, 20 &amp; 21, 24, 25 Sexism, Ageism, Reducing Prejudice, Videos on Ableism, Racism &amp; Eye of the Storm.<br/> <b><i>***From 12:15P.M. – 2:30P.M.***</i></b></p>   |